

Encouraging Student Success

Theme and Level

Theme: Set Goals

Levels: Getting Started, Looking Deeper, Next Steps

At a Glance

Students complete Sherlock and set personal improvement, enrichment, academic and career goals based upon their responses.

Time: 100 minutes (across two days).

Note: Sherlock may not be available at all sites.

Essential Questions

- In what areas do I need support in order to achieve my goals?

Preparation

- Reserve computer lab with overhead projector and CIS access assured for both days
- Establish CIS portfolios before this lesson
- Read through the Sherlock form preview at least once before administering the survey (this will allow you to determine whether additional information or materials particular to your school and students are needed)
- You will need the school/program authorization code that was sent to your school's CIS Site Administrator (this code indicates which school students attend, and is necessary to begin filling out the form)
- Review analysis and interpretation information available at the Sherlock website (under the Professionals Administration & Reporting link on the left side)
- Review the Factor-Based Reports available with Sherlock (click Log In) at: <https://sherlock.intocareers.org>
- Ask students to gather the following information and bring it to the session during which they enter data into the system (a form letter is available to print for this purpose):
 - Student email addresses or email address of a parent or guardian, if the student wants to send assessment responses to a parent or guardian
 - Mailing address of a parent or guardian.
 - The highest level of education of all persons in their household

Steps

Day 1

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is for them to learn about areas where they could benefit from some encouragement as they set goals and plan for their futures.
2. Show PPT Slides 2 and 3. Explain that they will complete the Sherlock survey in class, then, in a subsequent class, review their responses to the survey and identify areas where they feel they could use some supports in order to succeed in achieving academic and career goals.
3. Show PPT Slide 4. Inform students that this is not a test; it's a self-report survey that can inform both the guidance staff and students. Sherlock can encourage student academic and career planning. Sherlock looks at self-reported educational goals, college readiness, career interests, future plans, and the services and activities needed to succeed.
4. Ask if students have any questions about the survey, and answer them.
5. Ask students to log into CIS with their portfolio usernames and passwords. Direct students to the survey through the link in their CIS portfolio. Show this link on your screen.
6. Ask students to begin by using their email account and your school's password (provided by intoCareers following your registration to use Sherlock, initiated in CIS Administrative Tools).
7. Ask students to complete all items to the best of their abilities. Encourage students to ask questions if they are unsure about anything on the survey.
8. Inform students that once they complete each page, they should click the Next button found at the bottom of the page. This will save their information after each section.
9. Tell students that if they need to return to a section they have already completed, they can use the links on the left side of the page to return to that section.
10. Provide time for students to complete and submit their surveys.
11. Instruct students to click on the Finish Survey button at the end.
12. Tell students that they will be prompted to either make revisions or to proceed by clicking on the Send/Print/Save button. When students click on Send/Print/Save, they will be presented with choices. Instruct students to select "Send your form and responses by email to others." Give them your email address to enter.
13. Tell students that they may also choose to send the report to themselves or others.
14. Tell students that, after making their selections, they should click on the Finish button. This saves their information to the Sherlock database.
15. Tell students that you will discuss the survey results in an upcoming class.
16. Prior to "Day Two", print all student reports and run a Disengagement Risk Report. Log in to Sherlock with your username and password to run the Disengagement Risk Report. In selecting the report, be sure to select the correct form for your group.
17. After selecting the Disengagement Risk Report, you may run the report for all students or you may filter the results by grade (or many other criteria). If you want to run the report for students who took the assessment on a particular date or dates, you may create a custom date range that will appear on the filtering page. To create a custom date range, click on Edit My Settings in the Customization menu. Then click on the Disengagement Risk Report and filter results by selecting your date range in the section titled Students who took the assessment in the following date range.
18. Identify the top four disengagement concerns of your class, and create four heterogeneous groups based upon these four factors. (Note: the top four disengagement factors typically include: difficulty paying for college, classes aren't challenging, and classes aren't interesting. The fourth factor varies by school, but the top three tend to be those listed.)

Day 2

1. Divide students into the four groups you created based upon your class' key disengagement factors.
2. Show PPT Slide 5. Ask each group to identify a note-taker, leader, and speaker.
3. Ask groups to work together and identify strategies to address these factors and solve problems associated with these factors. (Remind the note-taker to record notes.)
4. Ask the group speaker to report to the rest of the class their group's ideas for overcoming disengagement factors. Record these on the board.
5. Show PPT Slide 6. On an individual basis, ask students to review their survey answers to see if they can identify items they answered that show their needs in terms of engagement.
6. Ask students to set an academic goal in their portfolio within the Set Goals section of Career Plan related to these disengagement concerns.
7. Ask students to identify their top career interest areas by reviewing their Career Interests selections on their Sherlock reports.
8. Create new groups by career interest areas.
9. Show PPT Slide 7. Ask each group to look at the list of survey items for Future Planning and identify some experiential activities to promote better understanding of their career interest area (for example, take an interest survey, or participate in volunteer work experience).
10. Ask groups to share ideas, and write them on the board.
11. Ask students to set a career-related goal in their CIS portfolio within the Set Goals section related to these interest areas.
12. Ask students to note any other pertinent learning in the What are your plans for improvement and enrichment this year? text box within the Set Goals section.
13. Ask students to discuss what they learned by completing and exploring the Sherlock survey.

Variations and Accommodations

- Adapt this activity for career exploration by grouping students by the States Career Clusters interest areas identified on the survey.
- Bring in peer mentors or special education assistants to assist those students needing reading assistance in completing and interpreting the survey.

Assessment

Use the *Encouraging Student Success Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the following text boxes in the Set Goals section of Career Plan:

- What are your academic goals?
- What are your career goals?
- What are your plans for improvement and enrichment this year?

Materials

Computer lab with projector and CIS access for both days

[Encouraging Student Success \(PPTX\)](#)

[Encouraging Student Success Scoring Guide \(PDF\)](#)

[Encouraging Student Success Scoring Guide \(DOCX\)](#)

Goals and Standards

Common Core State Standards

- English and Language Arts Career Anchor: Reading Informational Text
- English and Language Arts Career Anchor: Writing
- English and Language Arts Career Anchor: Speaking & Listening
- Mathematical Practice: Use Appropriate Tools Strategically

National Career Development Guidelines

- GOAL ED1 Attain educational achievement and performance levels needed to reach your personal and career goals.

American School Counselor Association

- Academic Development, Career Development

Bloom's Taxonomy: Applying, Analyzing, Evaluating, Understanding

American School Counselor Association (ASCA) Mindsets and Behaviors for Student Success

Mindset Standards

- Belief in Development of Whole Self, Including a Healthy Balance of Mental, Social/Emotional and Physical Well-Being
- Self-Confidence in Ability to Succeed
- Sense of Belonging in the School Environment
- Belief in Using Abilities to their Fullest to Achieve High-Quality Results and Outcomes
- Positive Attitude Toward Work and Learning

Behavior Standards: Learning Strategies

- Demonstrate Critical-Thinking Skills to Make Informed Decisions
- Use Time-Management, Organizational and Study-Skills
- Apply Media and Technology Skills
- Gather Evidence and Consider Multiple Perspectives to Make Informed Decisions

Behavior Standards: Self-Management Skills

- Demonstrate Ability to Assume Responsibility
- Demonstrate Ability to Work Independently

Behavior Standards: Social Skills

- Use Effective Oral and Written Communication Skills and Listening Skills
- Create Positive and Supportive Relationships with Other Students
- Demonstrate Empathy
- Use Effective Collaboration and Cooperation Skills
- Use Leadership and Teamwork Skills to Work Effectively in Diverse Teams
- Demonstrate Advocacy Skills and Ability to Assert Self, when Necessary
- Demonstrate Social Maturity and Behaviors Appropriate to the Situation and Environment